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Wiki #7

Prof. O’Connor

This article discusses the use of role-play as an effective strategy for enhancing the quality of multicultural curricula in the English as a second language (ESL) classroom. The author critiques the use of the simplistic additive approach to multicultural instruction and furthers the work of those theorists who advocate the use of the more substantive paradigms: namely, transformational, social action, and reconstructionist multicultural curricula (Banks, 1991, 2006; Epstein, 2010; Pinet, 2006; Sleeter & Grant, 2003). The article discusses evidence, obtained through action research, that contextualizing language teaching through role-play enables teachers to render ESL multicultural instructional objectives more significant and classroom activities more meaningful and engaging. It provides an overview of oral and literacy activities as well as literacy scaffolds and assessment tools developed in conjunction with multicultural role-play units. Included with the text are some instructional materials used in two elementary and secondary level units: Exploring Aztec Roots of Mexican Culture and Amending the U.S. Constitution.

Gordon, T. (2012). Using Role‐Play to Foster Transformational and Social Action Multiculturalism in the ESL Classroom. *TESOL Journal,* *3*(4), 698-721.

The authors discuss the association between make-believe play and the development of executive-function (EF) skills in young children. Some forty years ago, Lev S. Vygotsky first proposed that make-believe fosters the development of symbolic thought and self-regulation. Since then, a small body of research has produced evidence of an association between pretend play and such EF skills as inhibitory control, but its results have been inconclusive and more studies are needed. Still, some research points to the potential mediating role of private speech in the association between pretense and EF, and other evidence suggests that adults can support children's EF development by facilitating and encouraging (but not controlling) young children's make-believe play. Yet other research indicates that the influence of make-believe on EF may be moderated by child characteristics and by the content and themes of play. The authors specifically call for more research on the potential causal link between pretense and EF development in early childhood.

Berk, Laura E., & Meyers, Adena B. (2013). The Role of Make-Believe Play in the Development of Executive Function: Status of Research and Future Directions. *American Journal of Play,* *6*(1), 98-110.

Vygotsky proposed a zone rather than a distinct point in the course of an individual’s cognitive development because whether a person can perform a task or successfully solve a problem depends on many environmental factors—for example, whether a problem is written clearly, whether a problem has a simple solution or a complicated one, whether there is another person serving as a facilitator, or whether aids, cues, or hints are provided.

Lev Vygotsky. (2005). 969-972.

Understanding what Vygotsky has to offer to modern-day teachers can be a challenge. It is impossible to condense Vygotsky's expansive ideas into a single, relatively brief article. The author will review areas that he sees as relevant for the modern-day K-8 English-speaking classroom. These topics include the use of speech as a tool for thinking, the role of emotion in thinking, the social nature of thinking, an emphasis on meaningful activity, and ultimately what the notion of the zone of proximal development means in the setting of the language arts curriculum.

Smagorinsky, P., Hansen, M., & Fink, L. (2013). What Does Vygotsky Provide for the 21st-Century Language Arts Teacher? *Language Arts,* *90*(3), 192-204.

In this essay Megan J. Laverty argues that Jean-Jacques Rousseau's conception of humane communication and his proposal for teaching it have implications for our understanding of the role of listening in education. She develops this argument through a close reading of Rousseau's most substantial work on education, "Emile: Or, On Education". Laverty elucidates Rousseau's philosophy of communication, beginning with his taxonomy of the three voices--articulate, melodic, and accentuated--illustrating the ways in which they both enhance and obfuscate understanding. Next, Laverty provides an account of Rousseau's philosophical psychology, with specific reference to "amour-propre" and "amour de soi". Listening plays a central role in Rousseau's philosophy of communication, Laverty maintains, because it is in the act of listening that humans fulfill, or fail to fulfill, the imperative that we seek to understand others.

Averty, Megan J. (2011). Can You Hear Me Now? Jean-Jacques Rousseau on Listening Education. *Educational Theory,* *61*(2), 155-169.